EDITORIAL NOTES.

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THE THIRD ANNUAL REPORT OF THE COLLEGE ENTRANCE EXAMINATION BOARD

IN our November issue a year ago we reviewed the work of the second year of the existence of this interesting educational experiment and predicted that future results would confirm its right to be a part of our national educational life. The report of the past year, which has just been issued, abundantly justifies our prediction. The number of candidates presenting themselves for examination has increased from 1,362 to 1,620, the increase outside of New York being as marked as last year, and even outside of the boundaries of the middle states and Maryland the increase was almost 54 per cent. In these days when the question of shortening the college course is under such sharp discussion, and the ages of our pupils are being investigated that we may devise ways and means of preparing them to enter the world of affairs without undue delay, it is of interest to notice the ages of the candidates who were applying to be considered graduates of our high schools and fit to enter college. The classification is as follows:

Age—Years.	Number of Candidates.	Age—Years.	Number of Candidates.
Fourteen	8	Twenty-nine	2
Fifteen	99	Thirty	2
Sixteen	254	Thirty-one	2
Seventeen	449	Thirty-two	2
Eighteen	373	Thirty-three	2
Nineteen	230	Thirty-four	1
Twenty	91	Thirty-six	1
Twenty-one	31	Thirty-eight	1
Twenty-two	18	Thirty-nine	1
Twenty-three	12	Forty-nine	1
Twenty-four	8	Fifty-three	1
Twenty-five	4	Age not stated	23
Twenty-six	2	Total	1,620
Twenty-seven	2		
Twenty-eight	0		

We mentioned last year the encouraging fact that those who were sixteen and seventeen years of age exceeded in number those who were eighteen and nineteen. It is gratifying to notice that the increase is still more marked this year, the first class having increased by 128, and the second by 93.

The total number of answer-books (including laboratory notebooks) was 14,812, of which 6,215 were read a second time, inasmuch as they had been rated below 60 per cent., and the rules of the board provide that the interests of the candidate must be well safeguarded against a hasty estimate that might deprive him of his rights.

The most interesting table is, of course, that in which appears a detailed account of the results of the examinations. This is worthy of careful perusal by the teachers in our secondary schools, and ought to be compared, not only with the examination papers, but also with the table we published last year. The examinations on the whole seem to have been easier than last year, or the students must have been better prepared, as 58 per cent. of the ratings assigned were 60 or above, as against 56 per cent. last year, and 59 per cent, in 1901. The following table institutes a comparison between the results of these years:

Ratings	1901	1902	1903
90–100	7.1%	6.7%	6.3%
75–89	20.2	17.8	20.0
60–74	32.0	31.4	31.9
50–59	11.2	12.4	11.8
40–49	11.7	12.4	11.1
0–39	17.8	19.4	18.9

It is worthy of note that the results in English are much better this year, and it must be taken into consideration that there were for these two examinations 353 more candidates than last year. In history the results are disappointing, only 53.2 per cent. of the candidates being able to attain a percentage rating 60–100. In Cæsar there is a remarkable downfall from the high standard of last year, the 88.2 per cent. having decreased to 61.4; this helped materially to lower the percentage of successful candidates in the Latin section of the examination. Latin composition shows a slight increase, but the results in advanced composition are miserable. In sight translation there is a slight improvement, but it ought to have been even greater, as the examination was not at all difficult. Perhaps the greatest improvement is to be noticed in Greek, where the percentage indicating success increased from 33 to 64.8; grammar, composition, advanced composition, and sight translation show particularly gratifying increases. French held its own, but German made a substantial gain; an interesting indication of the presence of an increasing number of western candidates is that, while in 1902 there were 773 candidates in French and 740 in German, in 1903 there were 962 of the former and 964 of the latter. Spanish is not yet an important factor, there being only 15 candidates; and of botany and geography the same may be said. Elementary mathematics shows a slight decrease, particularly in professions. The results in advanced algebra are better, but one is hardly

	No. of Candidates	Ratings 90–100	Ratings 75–89	Ratings 60–74	Ratings 50–59	Ratings 40–49	Ratings 0–39	Ratings 60–100	Ratings 50–100	Ratings 40–100
		%	%	%	%	%	%	%	%	%
ENGLISH:										
a) Reading	996	3.8	36.2	34.3	6.6	9.2	9.8	74.4	81.0	90.2
b) Study	861	5.2	28.3	36.8	9.4	9.8	10.5	70.4	79.8	89.6
	1,857	*4.5*	*32.6*	*35.5*	*7.9*	*9.4*	*10.1*	*72.5*	*80.4*	*89.9*
HISTORY:										
a) Ancient	172	9.3	20.4	35.5	9.9	15.1	9.9	65.1	75.0	90.1
b) Mediæval and modern	59	1.7	23.7	20.3	13.6	13.6	27.1	45.8	59.3	72.9
c) English	345	1.1	12.2	38.3	22.6	12.5	13.3	51.6	74.2	86.7
d) American	408	2.9	13.0	35.3	18.6	13.0	17.2	51.2	69.9	82.8
Greek	43	4.6	11.6	20.9	16.3	25.6	20.9	37.2	53.5	79.1
Roman	41	4.8	9.7	39.1	7.3	26.8	12.2	53.6	61.0	87.8
	1,068	*3.5*	*14.3*	*25.0*	*17.7*	*14.2*	*15.2*	*53.2*	*70.5*	*84.7*
LATIN:										
a) i. Grammar	698	1.1	7.0	19.9	18.3	21.9	31.7	28.1	46.4	68.3
ii. Composition	706	5.2	12.0	26.1	11.2	11.1	34.4	43.3	54.5	65.5
b) Cæsar	414	4.1	22.9	34.3	15.7	8.2	14.7	61.4	77.1	85.3
c) Cicero	640	2.5	26.1	45.2	12.2	6.4	7.6	73.7	86.0	92.3
d) Virgil, *Æneid*, I–VI	430	5.1	29.8	32.1	7.9	11.6	13.5	67.0	74.9	86.5
e) Nepos	19	5.2	21.1	21.1	....	26.3	26.3	57.4	57.4	73.7
f) Sallust	12	...	50.0	8.3	25.0	16.7	....	58.3	83.3	100.0
g) Ovid	23	4.3	30.4	39.1	4.3	13.1	8.7	73.9	78.3	91.3
h) Virgil, *Ecl.* and *Georg.*	2	...	50.0	50.0	....	....	....	100.0	100.0	100.0
i) Virgil, *Æneid*, VII–XII	...	...	....	....	....	....	....	....	....	....
k) Cicero, *Am.* and *Sen.*	1	...	....	....	....	100.0	....	....	....	100.0
l) Advanced composition	399	1.5	4.8	23.6	9.8	12.8	47.6	29.8	39.6	52.4
m) Sight translation	516	6.9	14.0	25.1	12.8	10.3	31.0	46.0	58.7	69.0
	3,860	*3.9*	*16.4*	*29.3*	*12.7*	*12.2*	*25.6*	*49.4*	*62.2*	*74.5*
GREEK:										
a) i. Grammar	209	5.3	22.5	33.0	4.8	10.1	24.4	60.8	65.6	75.5
ii. Composition	202	11.4	30.7	18.3	6.4	5.4	27.7	60.4	66.8	72.4
b) Xenophon	203	5.9	35.5	34.0	6.9	3.4	14.3	75.4	82.3	85.7
c) Homer, *Iliad*, I–III	121	3.3	34.7	37.2	6.6	4.9	13.2	75.2	81.8	86.8
d) Homer, *Iliad*, VI–VIII	1	....	100.0	....	....	....	....	100.0	100.0	100.0
e) Herodotus	...	....	....	....	....	....	....	....	....	....
f) Advanced composition	109	7.3	4.6	33.0	18.3	9.2	27.5	45.0	63.3	72.5
g) Sight translation	161	7.4	24.8	35.4	8.1	5.6	18.6	67.7	75.8	81.4
	1,006	*7.0*	*26.7*	*31.1*	*7.8*	*6.4*	*21.0*	*64.8*	*72.6*	*78.9*
FRENCH:										
a) Elementary	625	1.8	20.1	37.9	14.5	11.4	14.3	59.8	74.3	85.7
b) Intermediate	279	.4	6.9	29.0	14.1	18.1	31.5	36.2	50.4	68.5
c) Advanced	58	...	....	12.3	22.8	10.5	54.4	12.3	45.0	45.6
	962	*1.3*	*15.0*	*33.8*	*14.9*	*13.3*	*21.7*	*50.2*	*65.0*	*78.3*
GERMAN:										
a) Elementary	632	8.1	27.1	33.2	10.4	7.9	13.3	68.4	78.8	86.7
b) Intermediate	266	3.4	21.4	43.6	12.0	7.5	12.0	68.4	80.5	88.0
c) Advanced	66	10.6	22.7	30.3	6.1	10.6	19.7	63.6	69.7	80.3
	964	*6.9*	*25.2*	*35.9*	*10.6*	*8.0*	*13.4*	*68.1*	*78.6*	*86.6*
SPANISH	15	6.7	13.3	40.0	6.7	13.3	20.0	60.0	66.7	80.0
MATHEMATICS:										
a) Elementary:										
i. To quadratics	973	20.1	17.4	31.2	11.1	10.7	9.5	68.8	79.9	90.6
ii. Quadratics, etc	887	7.9	14.1	26.2	13.0	13.4	25.5	48.1	61.1	74.5
iii. Progressions, etc	401	4.5	12.0	17.7	12.5	11.5	41.9	34.2	46.6	58.1
b) Advanced algebra:										
i. Series	63	1.6	6.3	27.0	6.3	19.0	39.7	35.0	41.3	60.4
ii. Theory of equations	44	4.6	9.1	18.2	4.6	9.1	54.5	31.8	36.4	45.5
c) Plane geometry	927	11.3	22.5	31.7	10.9	11.2	12.3	65.6	76.5	87.7
d) Solid geometry	291	19.0	23.0	30.3	6.5	8.6	12.7	72.2	78.7	87.3
e) Trigonometry:										
i. Plane	223	5.4	14.4	30.0	18.4	15.3	16.6	49.8	68.2	83.4
ii. Spherical	51	5.9	17.7	29.4	13.7	5.9	27.4	53.0	66.7	72.6
	3,860	*12.0*	*17.3*	*28.4*	*11.6*	*11.7*	*19.1*	*57.6*	*69.3*	*81.0*
PHYSICS	273	4.0	22.3	44.7	11.4	10.6	7.0	71.1	82.4	93.0
CHEMISTRY	219	3.6	25.1	35.2	18.7	13.2	4.1	63.9	82.6	95.9
BOTANY	8	...	12.5	50.0	25.0	....	12.5	62.5	87.5	87.5
GEOGRAPHY	16	6.2	25.0	43.7	18.7	....	6.2	75.0	93.7	93.7
DRAWING	155	3.2	9.7	56.8	5.2	5.2	20.0	69.7	74.8	80.0
	14,263	*6.3*	*20.0*	*31.9*	*11.8*	*11.1*	*18.9*	*58.2*	*70.0*	*81.1*

prepared for the very large increase in solid geometry; 19 per cent. of the candidates in this much-dreaded subject attained a rating of 90–100, the best showing of any subject in the whole list, while last year only 3.2 per cent. were in this honor list. Physics shows a substantial increase, while chemistry and drawing fall behind.

It is perhaps well to repeat what we said last year in reference to this Examination Board, as even yet there are many who misunderstand its relationship to the colleges. It acts as an independent appraiser, fixes the value after a careful examination, and communicates the value to the candidate who presents the certificate of value at his college port of entry. There the responsibility of the board ends, and the college concerned may deal with the individual as it sees fit in accordance with its own standards. This independence of the board constitutes its great strength and insures its permanence. During the past year the membership of the board has been enlarged by the admission of the Case School of Applied Sciences of Cleveland, Ohio, and Adelphi College of Brooklyn, N. Y. The Massachusetts School of Technology held no examinations this year outside of Boston, but accepted the examinations of this board. Adelphi, Colgate, Mount Holyoke, and Wellesley withdrew their separate examinations, thus swelling to ten the number of colleges which have entered into complete affiliation with the board.

Does a College Education Pay?

In a catalogue of educational plants and flowers this certainly would be classed among the "hardy perennials." It is one of our oldest friends, and an educational convention without it would seem like a discrimination against the elderly. The longevity and apparent youthful freshness of this subject may be accounted for by the fact that rarely do two speakers on this subject agree upon what the subject really means. In the first place, they disagree upon the definition of the term "college education," and, in the second place, the significance of the word "pay" seems very hard to determine. With these disadvantages one cannot wonder that the results of a discussion of the general subject have been great in extent, but very meager and unsatisfactory in value. This, however, is not a peculiarity attaching to this subject; it is the most noticeable characteristic of an educational convention, and indicates a looseness in thinking and a lack of powers of organization which might well be used as an argument to prove the negative side of the question now under discussion.

In a former issue we quoted the homely but telling illustration used by John Graham of the Stock Yards to prove the utility of a college education, and we still believe that his philosophy was sound. It was the statement of a hard-headed business man, too few of whom have favored education with real criticism. There has lately appeared the second edition of a work which differs widely from this in form and yet is upon much the same subject. Mr. R. T. Crane, a prominent manufacturer of Chicago, was convinced that a

college education was of but little value to a boy who intended to enter upon the commercial life, and seemingly to prove that his convictions were correct he instituted an inquiry among educators and business men. These opinions, supplemented by comments upon these and upon the general question, he has gathered into book form under the formidable title "The Utility of an ACADEMIC or CLASSICAL EDUCATION for Young Men who have to Earn their Own Living and who Expect to Pursue a COMMERCIAL LIFE." As might be expected, Herbert Spencer is called to the aid of the critic, and the unwary reader might think, from the general form of quotation, that the criticism made many, many years ago by the great philosopher had just been obtained by the author. The first part of the book deals with the answers which the investigator received from some thirteen American college presidents. The questions asked were:

1. Is there, in your opinion, any evidence that such education is of any advantage to this class of young men?

2. If so, what evidence?

3. Have you made any systematic effort to ascertain —

a) What success such college graduates have met in securing positions?

b) How successful they have been after going into business?

4. If question No. 3 is answered affirmatively what have you found to be the facts?

5. Can you mention any employers who, when seeking employees, are in the habit of asking, from the head of any college, information regarding students about to graduate, with the view of selecting their help from among such students?

6. Please give an estimate of how much it costs your college to give a young man such a course of education. I do not mean by this simply the student's tuition, but you should also include interest on the plant, taxes, insurance, wear and tear, in fact everything that enters into the actual cost of running the college.

7. Can you give me the names and addresses of the secretaries of classes that were graduated from your college five to eight years ago? I may wish to obtain from them a list of their class mates, in order to make some inquiries of such young men, should the information received from the heads of the colleges be unsatisfactory.

With these questions an explanatory letter was sent in which Mr. Crane stated that, as the question of the utility of an academic course for young men who have to make their own living and who expect to pursue a commercial life, is one of the greatest importance and one in which he was making an investigation, he asked for co-operation to the extent of answering the above questions.

We have quoted in full the questions sent to the college presidents so that our readers might be the better able to judge of what results might be hoped for from such an attempt at investigation by a business man who prides himself on business methods. The definition of the term "academic" at once caused trouble, all of which Mr. Crane blandly explained away as mistakes on the part of the presidents. He wonders why the president of Harvard understands an academic course to comprehend any course of study

in a college or scientific school which covers approximately the years from seventeen or eighteen to twenty or twenty-two. He would no doubt like that term restricted to Latin and Greek, with possibly a little mathematics, for then his task would be made much easier. As might be expected, the results are very unsatisfactory. The most interesting result of the letter sent to college graduates asking them what advantage their college education had been to them is that Mr. Crane reveals his idea of success in life. The successful man is the rich man, and this revelation destroys much of interest in the investigation.

The next point of attack was the business man, and to one hundred of these was sent a letter asking if there were college men in their employ; what proportion were these of the whole; is preference given to college men when help is being selected; what advantages, if any, do they seem to possess, etc. It is impossible to quote the whole list of questions, but there is one that deserves a place so that Mr. Crane's attitude may be seen:

> If you favor those who have had a college education, then take the case of two young men of equal age and mental caliber, one of whom (having had simply a grammar-school education) starts in business and the other goes to college. At the time the latter leaves college (assuming that the other were then worth $1,200 a year to you), if it were possible to make a twenty-year contract with each of these young men for his services, how much more would you be willing to pay the college man for the twenty years? (It should be remembered that the first young man has had about six years' experience in the business at the time the latter leaves college.)

When an employer wrote that he had no college men in his employ, and that he did not believe in them, there seemed to be a special welcome for him; when a man said he had an immense wholesale trade, employing all grades of men, only 5 per cent. of college men, but that he believed in employing them, he was taunted with inconsistency.

We hope that many of our readers will get this little book and peruse it thoroughly. It is supposed to be a message from a representative of the business men to the persons engaged in educational work. It illustrates what a business man thinks is the ideal in life and how the boy who goes through college is handicapped in the race. We ought to be justified in the assumption that the book may be taken as a fair sample of the logic and common-sense of a very successful business man. The kindest criticism of the book is to say that if it were written by a man of college training it would be an additional proof of the inadequacy of that training for success.

THE RELIGIOUS EDUCATION ASSOCIATION

PERHAPS the most notable educational event of this year was the great gathering in Chicago in February last to discuss the relationship which exists between religion and education, and to devise ways and means for developing that relationship and making religious work more educationally effective as well as making educational work more religiously effective. The inception of the movement was due to the Council of Seventy—an organization, some eight years old, com-

posed of biblical teachers in the leading educational institutions throughout the country. A circular letter was sent out in which the opinions of men engaged in religious and educational work were asked as to whether a movement along this co-operative line would be wise and timely. The answers showed a remarkable unanimity of opinion and an eagerness for a general meeting for organization. The preliminary steps for such a convention were attended to by the Council of Seventy, and in February there assembled in Chicago one of the most enthusiastic conventions the city has known. The arrangements were excellent, the program was well selected, and the business details were carried out without any misunderstandings. There could be no mistake about the feeling of the convention; it was for permanent organization. This feeling did not spend itself in mere emotional utterances, but the interest taken in the permanent organization of the association clearly showed that there was a great need felt by those engaged in the work of church and school. Following the example of the National Educational Association, the work has been divided into departments. Of these there are seventeen: the Council, Universities and Colleges, Theological Seminaries, Churches and Pastors, Sunday Schools, Secondary Public Schools, Elementary Public Schools, Private Schools, Teacher Training, Christian Associations, Young People's Societies, the Home, Libraries, the Press, Correspondence Instruction, Summer Assemblies, Religious Art, and Music. These departments have been fully organized, and the officers of each has been assigned the task of preparing a program for the next meeting of the association, which will be held in Philadelphia during the month of March. Our readers are no doubt specially interested in the Department of Secondary Schools, and they will be glad to learn that the program has been arranged, and that the subjects to be discussed will be specially interesting to those engaged in the work of secondary public schools.

The proceedings of the first convention have been printed and make a very interesting volume of over four hundred pages. It may be obtained from the secretary, Mr. W. N. Stearns, 153–155 La Salle street, Chicago.